

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
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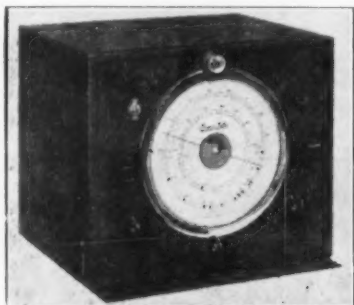
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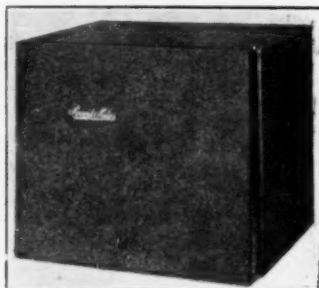
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# The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,320. VOL. CXLIV.

MARCH, 1952

## The General Certificate of Education

By E. FRANK CANDLIN

The General Certificate of Education has now got into its stride and has already shown something of its paces. That it is with us to stay seems evident enough, but there is a general feeling among those directly affected by its working that some of its weaknesses should be removed before we pass entirely beyond the experimental stage.

Things are certainly not working out quite as the Secondary Schools Examination Council had hoped. Their intention was that, under the new system, an externally awarded "leaving certificate" as such should disappear, its place being taken by comprehensive school reports based on cumulative school records confirmed by internal examinations. Some form of external certificate was retained, somewhat reluctantly one gathers, only for the sake of those competing for scholarships and those "who wish to establish competence in certain subjects, including those who wish to secure exemption from university or professional examinations."

But, as the present writer pointed out in these columns when the Report first appeared in the Autumn of 1947, "As long as this alternative to the school report exists, employers, seeking the best, will ask for it when filling posts for which there is any competition. Knowing this, pupils will seek to gain the certificate, as they formerly sought the School Certificate." This is, in effect, what has happened. Little has been heard, in the grammar schools at any rate, of the "cumulative school record and report," as an alternative to a leaving certificate. What we are witnessing is an intensification of the old scramble, with some of the safeguards against undesirable specialization of the old school certificate removed, and the standard of the examination slowly but surely rising with a consequently higher proportion of failures. To quote again from the 1947 article: "To raise the lump of sugar further and further above the dog's head, because you don't think he ought to have it, will not prevent his jumping for it, and may be attended by harmful consequences to the dog."

Indeed, it is this conflict between the desire of the S.S.E.C. to abolish the leaving certificate and the necessity to retain some form of external evidence of attainment for university and other purposes that lies at the root of much of the criticism levelled so widely at the General Certificate of Education. However much they may sympathize with the views of the Council (and many certainly do not), grammar school heads and their staffs have been compelled by force of circumstances—the demands of the universities and professional bodies, of parents and pupils, and of the need to maintain the prestige of their own schools or subjects—to treat the new certificate as a successor to the old. And where one tyrant chastized them with whips, the other is apparently chastizing them with scorpions.

The chief target of criticism has, of course, been the age limit. Disturbing stories have been told of the frustration, the time-wasting, the boredom among those whose only shortcoming is that they are too young to sit. Daughters of education officers write rebellious sonnets to the *Times Educational Supplement*, and, more enterprising still, two Eastbourne schoolgirls fly to Guernsey to get round the regulations by taking the examination in the Channel Islands. It is generally supposed that the main purpose of the regulation was to save the secondary modern schools from the embarrassment of being called upon to enter pupils for an external examination to which they were not suited. But surely, the explanation—and, if you agree with the premise on which the G.C.E. rests, the justification—for the rule is that no one needs to establish competence in a particular subject for professional or university entrance purposes before the age of sixteen. Those who do not require the certificate for one of these purposes should not be taking the examination at all. It was in the belief that the professions were tending to recruit at a later age—seventeen or eighteen—that led the Ministry to forecast a still further raising of the age limit to seventeen. Indeed, a careful re-reading of Circular 103 (May, 1946) in which the new type of examination was first indicated, will do much to remove the exasperated perplexity if not to solve the problems of those who are trying to make the scheme work in the schools.

The same viewpoint explains, too, the absence of any grading in the published results, other than "pass" or "fail." There are those who see in this an evidence of some deep-laid scheme of doctrinaire egalitarianism which, for political or other reasons, seeks to deny distinction to the gifted and the industrious. This is quite certainly a mere bogey. The truth is that the aim has been to provide, not a certificate which will help leavers to secure jobs in a competitive labour market, but to establish that they have a satisfactory competence in a particular subject. For this, it is argued, "distinctions" and other gradings are unnecessary.

But, whatever grounds the Ministry and the S.S.E.C. may have had for miscalculating the manner in which their theories would work out in practice, those grounds no longer exist. The system has now had sufficient trial for the inescapable truth to emerge that either the external certificate must be abolished altogether (and this the Council itself has admitted by implication is impracticable), or the present certificate must be modified to meet the valid and almost unanimous objections raised against it by those who see its working and effects at first hand.

Since some modification will probably be forthcoming, as assuming the sincerity of the statement in Circular 168, "the new examination system should not be regarded as static,

but . . . it should be modified and adapted in the light of experience of its working," it may be worth while to summarize the objections that have been most commonly raised. They centre upon four points, all of which are, however, closely related: the age limit, the problem of specialization, the standard of the examination, and the absence of grading.

The age limit is based on the fundamental fallacy that development and attainment can be measured by the calendar. No one wishes to see the over-precocious fourteen-year-old pushed through a first examination and then tied down to a narrow course of specialized study in the sixth form. But if the central authority is prepared to give more than lip service to the view that the grammar schools need and are deserving of more freedom, then they can be safely left to check any undue forcing of the bright child and to ensure that sixth form studies themselves do not become too narrowly specialized. At the same time, the fifteen-year-old of above average intelligence or maturity could enjoy the inestimable benefit of an extra year in the sixth without suffering any harm.

At the moment, the ill effects of the age limit are being felt right down the school. There is no incentive for the brighter children to work hard, since it is known that they cannot take the external examination till their seventeenth year. They must either proceed at a leisurely pace through the school or mark time for a second year in the fifth. Those who are not going on to the university will be tempted to leave at fifteen, perhaps taking the General Certificate of Education a year later on their own, while those who have the university as their goal must also wait a year or carry a load of ordinary level subjects into the sixth form.

The fact that many schools are making heroic efforts

involving complicated time-tabling and overworked staff to solve the problems created by this arbitrary rule is no reason for its continuance. That section of the teaching profession concerned has condemned the age limit as both pointless and mischievous, and their voices ought to be heard.

One main purpose of the new scheme was to break the domination the School Certificate was supposed to exercise over the schools, and in particular to check too early specialization. It is becoming increasingly evident, however, that the General Certificate is in danger of having the opposite effect. The fact that the General Certificate of Education is an unrestricted subject examination, is a positive encouragement to students to take seriously those subjects only for which they propose to enter, a process which is likely to be intensified if the standard of the examination is raised still further. Already, subjects such as history and geography not required for entry to the universities or to some professions and yet essential to a sound general education, are being dropped or taken lightly by pupils whose eyes are fixed on an ever-receding pass at ordinary or advanced level in their General Certificate of Education subjects. This process the schools themselves, for the sake of their prestige and to meet the demands of parents, may be compelled to condone if not to encourage, since they are asked to present for the certificate only those candidates with a good chance of success in the subject concerned. Nothing but a limited time-tabling for each pupil can result from this double pressure.

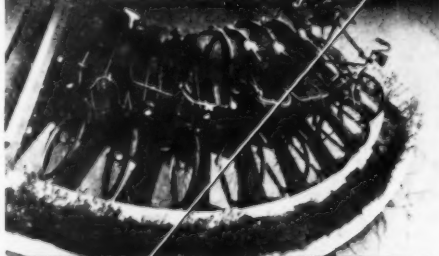
There is an inducement to early specialization, also in the very age limit which was designed to prevent it. The bright boy or girl who reaches the fifth form a year in advance of that in which the General Certificate of Education can be taken, and who intends to go on to the university, will tend to concentrate on the subjects chosen for higher study, knowing that there will be ample time to bring the ordinary level ones up to standard in the following year.

In the past the examining bodies have been accustomed to pass a fixed proportion of candidates each year. If the schools honour the Ministry's request to submit only likely candidates, this practice will need modification unless an ever rising standard is to result. Again, if the standard is to be raised, the professional bodies will need to modify their entrance requirements, since five passes at ordinary level, or three at ordinary and two at advanced (to take two actual examples) will be beyond those who would otherwise make suitable entrants.

The failure to distinguish in the published results between those who have done excellently and those who have scraped through is implicit, as we have seen, in the original design of the certificate. But that it is likely to have undesirable results in practice seems undeniable. A quite harmless and most valuable incentive to hard work is removed, while the gifted or industrious pupil is robbed of a legitimate sense of satisfaction; only the scholarship hunters need really exert themselves. The parent (as well as the pupil) is deprived of a discriminating external assessment of the pupil's suitability for further study, and the prospective employer is presented with a certificate which, for final selection purposes, is almost valueless since most applicants will possess it in exactly the same form.

One of the aims of the three-level scheme was to save pupils staying on for higher study from having to take the same subject at different levels at sixteen and again at eighteen. Experience of the actual working of the examination shows, however, that there is some danger here. It is true that a candidate who fails to reach "A" level, may be awarded an "O" pass, but the standard of the "O" pass via an "A" paper, is considerably higher than that for an "O" pass secured in the normal way. It is true that, if the candidate is going on to the university, he must secure "A" passes in his two special subjects (London), but in attempting a third subject at "A" level, to gain exemption from the Intermediate examination, he may just

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fail to reach the higher "O" standard and so find his whole certificate insufficient even for entry. In the same way, a student aiming at one of the professions may attempt one or more subjects at "A" level and fail to secure the five "O" passes required for his professional entry. It looks as though all forms of "O" level pass will have to be standardized.

As we have said, most of these objections to the new scheme have arisen from the divergence between the original intention of its designers and the manner in which the scheme is working out in practice. Most of these could be removed by a stabilizing of the standard at a point slightly above the old School Certificate (which with at least one examining body was lamentably low), and by removing the vexatious age limit. There would then remain the positive merits of the new certificate, which are considerable. The idea of one comprehensive, all-purpose certificate, with its flexibility in choice of subjects and the time and level at which they could be taken was excellent. One of the most recent evidences that the General Certificate may find a new and perhaps unexpected usefulness is provided by the rapprochement in both the North-East and the North-West between the university examining body and the union of technical institutions in the region to work out schemes for the award of the General Certificate of Education for technical subjects primarily to non-grammar school students. As the Secretary to the Northern Universities Joint Matriculation Board has suggested, this would, indeed, point a practical road to parity of esteem among all forms of secondary education.

If the Ministry is disposed to incline its ear to the voice of experience in the schools, it should do so before another year-group approaches the hurdle this Summer

## Economies in Education

### Not a Question of Cuts

Speaking at Blackpool on the 1st of this month, Mr. Kenneth Pickthorn, Parliamentary Secretary to the Ministry of Education, said he supposed no one could really go on believing that our real resources are unlimited, either labour or materials or money, nor that Defence and Housing, for example, have less claim than Education on the resources the State can distribute.

Therefore, said Mr. Pickthorn, Her Majesty's Government was specially bound to do what was possible, now and in the immediate future, to see that only such resources are used for Education as are genuinely needed, and that they are used as economically as possible.

The new Government did not "cut Education first," because they had a down on it: their attention was publicly directed to Education at an early stage because the earliest possible notice to local education authorities was plainly indispensable. Nor did the Government "cut" Education at all: When you are told to cut your smoking, you know quite well what your doctor means—not that you are to smoke less than you had been hoping, but that you are to smoke less than you are used to. Now, local education authorities were not asked to reduce their expenditure, but to reduce the increased expenditure which they had been beginning to forecast. So, in the ordinary use of language, it is not a question of cuts.

Nor was the suggested 5 per cent. reduction in contemplated expenditure meant to be rigorous and uniform; it was hoped that some authorities might be able to do rather more than 5 per cent.; it was understood and admitted that from many considerably less must be expected.

From no authority was it desired that there should be reductions touching the essential fabric—primary teaching, secondary teaching, technical teaching. From this it has been argued that the whole 5 per cent. reduction was being

demanding from 15 per cent. or 20 per cent. of the total expenditure, so that on those parts of the expenditure there would be almost one-third, or at least one-quarter, of the contemplated spending cut out. This is a false argument, unless there is somewhere an authority which is sure that on its main fabric there is no extravagance at all, no superfluity, no inefficiency, no lack of value for money beyond all improvement.

But, no doubt, proceeded Mr. Pickthorn, many savings must come from elsewhere than the main fabric, after an immensely detailed review of schools, institutions, services and especially on administration; and that is why the Minister has entrusted the job to the local education authorities, and gave them the earliest possible notice of it.

About school building, also, great precautions are being taken not to interfere with the essentials. It's until 1956 that we are going to have unusually large numbers in the primary schools, and from 1957 onwards for a few years in secondary schools; what with this and the movements of population, 1,150,000 new places are needed in the seven years, 1947-1953, inclusive; rather more than half the whole number, 636,000 places, had been found by the beginning of last October, and before Christmas there were another 400,000 places under construction; so that the number of places still to be started, and to be found by the end of 1953, is 114,000. We believe that, so far from its being true that there will be 200,000 children left unprovided for, actually these places will be found by the due date, that there will be as many school places made available in these two years 1952 and 1953 as the previous Government planned for, and that the absolutely necessary distribution and control of building projects will do no essential damage, and cause the minimum of inconvenience, to Education.

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## Fifty Years of After-Care Work

The Special Services After-Care Committee of the Birmingham Education Committee has recently issued its 50th Annual Report, and opportunity was taken to review the growth of this service since its inception in 1901.

### The Early Years

The Birmingham After-Care Sub-Committee was founded in May, 1901, with the object of keeping a record of the subsequent history of children who had left the Special Classes for defectives (forerunners of Special Schools) and of assisting them as far as possible to find work. Crippled and deaf boys and girls were also included.

During the first twelve years when After-Care work was being organised in Birmingham, there was little opportunity of dealing with defectives by removing them from the community. The only type of institutional care available was in the workhouse or prison. The most degraded and violent cases found their way there eventually, but such institutions did not set out to provide care or training adapted to their special needs.

These handicapped people had therefore to be dealt with in the community—a community, let it be stated, considerably less sympathetic towards the handicapped than that of to-day. The children—both leavers from Special Classes and those "rejected for admission to Special Classes, as imbecile"—must have differed widely in their capacity for learning. No detailed standardised intelligence tests were used to grade them before or after admission to Special Classes. Almost certainly there would be included in their number both "problem" children of average intelligence and children who would now be regarded as ineducable.

In 1906, 223 persons were visited, 148 of whom were mentally defective, the others being physically handicapped. On reading the early Minutes and Reports, one cannot but feel the burning enthusiasm and inflexible determination of those pioneers who were the first to try to find suitable employment for the almost unemployable. A special Employment Bureau Sub-Committee was set up and a few of the most experienced voluntary visitors undertook to interview employers and persuade them to give a trial to some of the most doubtful cases. In numerous places, references are made to the unrewarding nature of this work. In 1906 it was mentioned, for instance that forty mornings were spent trying to secure employment for thirty-three "out-of-work children." Only five cases were satisfactorily placed and in only three of these five cases was it felt that there was a reasonable chance of retention.

Some years later it was felt that the efforts to obtain employment for those lower-grade cases were out of all proportion to the results, and that some alternative means of providing for them must be found. It is a well-known fact that the unoccupied person is most likely to fall into trouble, and it is therefore not surprising to find that the number who became seriously degraded was very considerably higher than to-day and the degree of degradation often much more severe.

### Government Aid

The exposure of these unemployed and unemployable defectives to the constant risk of leading criminal and immoral lives caused the After-Care Committee to alter its policy. The experiment of obtaining work for many of them had proved unsatisfactory. It was felt that some provision must be made to cater for such people in special institutions and not in the community. This opinion led the Committee to support very strongly the Act of 1913.

It was hoped that now the greatest need could soon be met—the provision of institutional care for a large number of defectives in the community. This relief was not to be felt at once, however. The immediate benefit which did accrue,

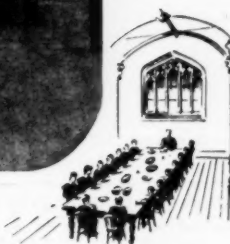
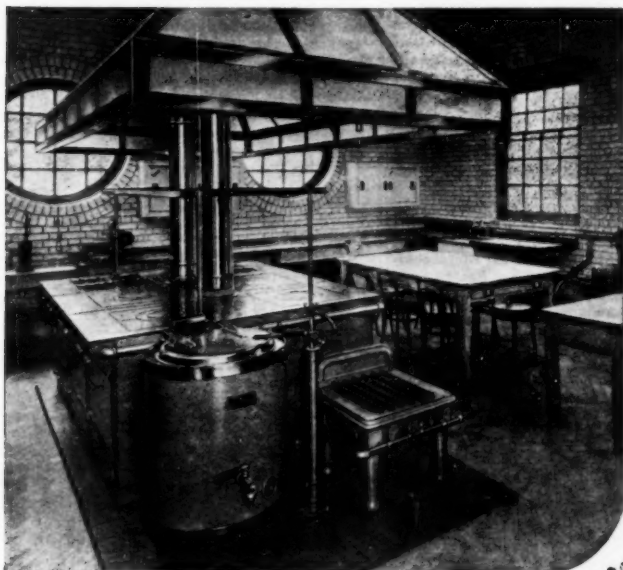
was the provision of a grant from both the Board of Control and the Local Statutory Committee for the Care of Defectives, on whose behalf the work was now to be undertaken. Under Clause 48 of the Mental Deficiency Act, a contribution might be made out of money provided by Parliament towards the expense of any voluntary body which had undertaken the duty of assisting or supervising defectives, and in 1914 the After-Care Sub-Committee resolved to apply for such a grant. The Central Association for the Care of Mental Defectives in London now requested authorities to estimate costs so that they could make a recommendation to the Board of Control. Only London's and Birmingham's estimates were regarded as of any value and the cost per head given by both was almost exactly the same. Birmingham's total estimate for costs in that year was £93, which may be compared with the expenditure of £13,600 in 1950. The first grant from the Board of Control for the year ending June, 1915, was £60. The promise of this grant led to the appointment of the first paid visitor in 1914.

Progress was halted by the first World War, but by 1920, a new phase had begun and the difficult pioneering stage was largely at an end. The numbers on the books had risen by this time to 3,542, 2,282 of whom were mentally defective, the others being physically handicapped. The same year, the care of the physically handicapped was handed over to the Juvenile Employment and Welfare Bureau as requiring "neither less nor more assistance and advice than scholars in ordinary schools" and the Special Schools After-Care Committee concentrated all its attentions on the care of the mentally defective.

### Training within the Community

As a result of the impossibility of removing many defectives—juvenile and adult—from their own homes, some alternative method of alleviating the social problem created by their behaviour had to be found. A suggestion to establish a "Central Workshop or Amusement Centre" had already been made as early as 1914, before any Occupation Centre was in existence in the country; when enquiries were sent out, however, out of 137 replies, only 7 indicated a desire to attend a Central Workshop and 4 an Amusement Centre, and as these were so scattered it was decided to take no action at that time. It was not, therefore, until 1923, when the need became more general, that two important suggestions for dealing with unemployable cases were made: "the possible establishment of an Occupation Centre for children of too low-grade intelligence for education in a Special School" and "the provision of a workshop for unemployable youths or girls who have left the Special Schools."

In 1924 the first Occupation Centre in Birmingham was opened for sixteen children as an experiment for six months, only a few years after the first Occupation Centre in the country was opened in London. The aim was "to train children in habits of cleanliness and industry," and the results were so encouraging that a second was opened in 1925. The estimated cost for the first year was £180, £150 of which was met by the Mental Deficiency Act Committee, £20 by the Board of Control and £10 from voluntary sources. Both these were half-day Centres. A third and fourth—also half-day Centres—were opened in 1928 and 1929. Not till 1931 was the first Industrial Centre opened to cope with the older unemployable boys and men; this also was successful from the start. In 1937, the first full-time Occupation Centre opened to replace two of the existing half-time ones.



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By 1939 the Committee's paid staff consisted of an After-Care Officer, three After-Care Visitors, and five Occupation Centre staff all occupied full-time with the after-care and training of defectives in the community. In the same year the Annual Report made the following comments: "Twenty years ago, the tendency was to send every ineducable defective who was deemed to be incapable of self-support, to an institution. To-day it is more generally known that the institution is the very last place to which some of these defectives should be sent."

#### Recent Advances

The second World War again checked expansion, and progress was at a standstill until 1945. In the last five years, legislation has been passed which should in time solve many problems, but as in the years immediately after the passing of the 1913 Mental Deficiency Act, the benefits cannot always appear immediately.

Under the National Assistance Act, 1946, every unemployable defective over sixteen is entitled to a weekly grant varying between 15s. and 30s. This has brought great relief to many parents who have previously found it almost impossible to provide adequately for the needs of youths with insatiable appetites and a marked ability to wear out their clothes quickly.

The co-operation of the Mental Health Services, the N.S.P.C.C., the Children's Committee, hospital almoners, probation officers and social workers in many spheres has, throughout the years, lightened the task of the After-Care Visitors, and few cases nowadays can reach a serious state of hardship or neglect before receiving assistance or care. The Royal Institute for the Blind have also helped; it may be of interest to mention that one of those they visit was among the first six cases referred for supervision in the Special Schools After-Care Minutes for 1901, and is still on the visiting list fifty years later.

Between those lower-grade persons who are accepted as unemployable and the highest-grade feeble-minded who seldom have difficulty in obtaining suitable employment, lies that group of people who are certainly capable of earning their living, but who require help in finding work and special consideration from employers once they are engaged. For these, registration under the Disabled Persons' Employment Act is often of very real help. The Disablement Officers at the Labour Exchanges and Officers of the Youth Employment Department prove most understanding, and the After-Care Visitors no longer have added to their work the task of finding suitable and sympathetic employers for doubtful starters.

Another recent advance, is the provision made under the Education Act, 1944, for the referring for Statutory Supervision of boys and girls from ordinary schools where it is felt that this would be beneficial. Thus, it is now possible to contact and supervise young people who, although in the same need of help as those who actually attended Special Schools, were previously denied this opportunity.

During 1950-51 4,488 cases in all were dealt with. Of these, 933 were removed from the current list of cases, leaving 3,555 under active supervision. 352 new cases were reported during the year, as compared with 302 in 1949.

#### Plans for the Future

Despite these improvements, the adequate provision of institutional accommodation remains the most urgent need. At present, owing to the extreme shortage of vacancies in institutions for the mentally defective, many defectives are having to be retained in the community at a grievous cost to the happiness and health of the rest of the family: unfortunately, with the present shortage of all types of buildings and suitable staff, no early solution of this problem can be expected.

With less troublesome defectives, the position is much more hopeful in Birmingham. There are now six full-time Occupation Centres, and one new Industrial Centre replacing the original one which was destroyed during the war. Training is provided for over 170 children and 24 youths and there are 19 full-time paid staff. In addition, it is hoped eventually to open a Training Centre for unemployable older girls and women, where simple laundry and cookery lessons can be given, and the instruction in crafts started at Occupation Centres can be continued.

#### Teachers' Salaries

Speaking at a Lanarkshire meeting last month, Mr. William May (Rutherglen) dealt with what he considered some of the reasons for the depletion in the number of young people coming forward to join the teaching profession. It was, he said, the common practice to-day to hold out as bait the maximum salary obtainable by any teacher in any particular category and to leave all else unsaid, but the modern young man or woman was not so gullible as his predecessors and studied closely the minimum too, and the time taken to reach a decent standard of living. That minimum could not be regarded as generous, considering the qualifications and training necessary to become a teacher. It would seem, added Mr. May, that not until teachers' salaries were removed from the orbit of local government, whose eyes were eternally fixed on the rates, would there be any appreciable change in the position.

Following the Minister of Education's lifting of the ban on grants towards the cost of distinctive school clothing for boys, the L.C.C. Education Committee have restored the grants at an estimated cost of £1,500 in the current financial year and of £2,500 in a full year.

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## London Education Estimates

The draft 1952-53 estimates passed by the L.C.C. Education Committee at their meeting on February 20th show an increase in expenditure of £1,223,395, of which £463,700 will require to be met out of rates, an increase in rate poundage of 1.046 pence. Details of the report are as follow:

**Capital.**—A sum of £4,000,000, the same as for 1951-52, is included for projects already approved by the Council. This sum is made up as follows: sites, £850,000; buildings, £2,500,000; furniture and equipment, £400,000; and grants-in-aid, £250,000. A provisional sum of £1,150,000 is included for projects likely to be brought forward during the financial year ending 31st March, 1953.

**Maintenance.**—Following are comparative figures for maintenance between the new estimates and those for the current year:

	Estimate, 1952-53.	Estimate, 1951-52.
Total expenditure on Education Service .. .. .	£29,111,645	£27,888,250
Less receipts in aid .. .. .	£2,120,890	£1,917,710
Net expenditure before allowing for Exchequer grant .. .. .	£26,990,755	£25,970,540
Less Exchequer grant .. .. .	£12,023,000	£11,466,485
Net expenditure falling on rates .. .. .	£14,967,755	£14,504,055
Equivalent rate in £ .. .. .	64.382d.	63.336d.

Provision has been made, says the report, for a school roll of 409,400 primary and secondary school children compared with 400,000 in the current year. Provision is also made for the education of 6,850 children in day special schools and 1,500 children in maintained and direct grant nursery schools. The estimates for 1952-53 show increases amounting in total to £3,131,045 as compared with 1951-52; but provisional sums (which last year included some £2,000,000 for anticipated increases in Burnham Scales) are down by £2,330,000. The net increase in the total estimated expenditure of the Committee for 1952-53 is therefore £801,045. This net figure reflects (a) reductions totalling some £234,000, comprising £168,000 on alterations and improvements and £66,000 on provision of machinery and equipment for technical colleges and (b) increases totalling £1,035,000, which are mainly accounted for by an additional £230,000 for more teachers to cope with increasing school rolls, £190,000 for school meals and milk, £75,000 for extra costs of fuel, light and cleaning materials, improved lighting and better accommodation, £55,000 more for schoolkeepers and cleaners and £80,000 for other non-teaching staff, £45,000 for apparatus, books, furniture and stationery, £67,000 for additional aid to students, £120,000 for grants to aided technical colleges, and £84,500 for handicapped pupils sent to independent boarding schools.

The main increases in estimated income are £556,515 from Exchequer grants, £135,000 from receipts for school meals and £74,000 from receipts in respect of out-county pupils.

As regards Circular 242, the report says that the estimates have been prepared with due regard to the Council's aim to exercise the strictest economy consistent with the needs of the service, and further action on the part of the Council in the light of Circular 242 is not called for. The total of the estimates is lower than that of the forecast submitted to the Minister in October, 1951, by £1,120,000. The Committee state that they are satisfied that the proposed provision for 1952-53 is the lowest that can be made consistent with those needs if the Council's requirements are to be carried out without impairing the essential fabric of the Education Service.

## Clothing Allowances for Boarding School Pupils

Experience having shown that some parents of children accepted under the Council's boarding scheme are meeting with difficulty in the initial outlay on the school clothing required at boarding school, the L.C.C. Education Committee at their February meeting decided to extend the clothing scheme, administered by the children's care organization, to include the initial supply of clothing to these pupils, up to a maximum of £30 for any child. Under the scheme, the local children's care committee collects the money expended, if necessary by instalments, but is empowered to authorize a reduction in the charge where circumstances warrant. It is thought that about thirty children a year will be helped by the proposal now put forward.

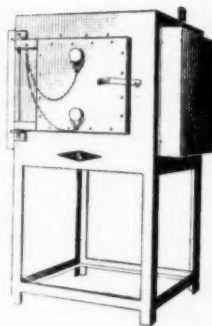
## Holiday Centres for Young People

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# The Fitness Factor in the Choice of a Career

By A SCHOOL DOCTOR

There are many factors to be considered in the choice of a suitable career. Among these, the factor of physical fitness frequently receives too little attention, either from the young people themselves or from the parents and others whose duty it is to give them advice and guidance. Educational attainments, aptitude and inclination for a particular type of work, and economic considerations, usually decide the question. In the vast majority of cases the boy or girl is in good general health and free from obvious deformity, and doubts regarding physical capability occur to no one.

This generalization may be sufficient for most of those destined to work in shops, offices, and the smaller factories, where industrial hazards are almost negligible and in which the occupation throws no excessive strain on any particular organ or bodily system.

There are, however, particularly at the present day, many spheres of activity which call not only for general fitness, but also for complete normality of some particular function, not only at the time of entering the occupation but maintained, perhaps under difficult or dangerous conditions, throughout the working life. To ensure, therefore, that the proposed career will be a suitable one for the applicant necessitates not only a medical examination appropriate to the occasion but also consideration of the medical history and of any relevant familial tendencies to disease.

It would be impossible to make certain that any person would preserve health, efficiency and safety in the tropics, at sea, or in a dangerous trade, but it is at least possible in this way to eliminate a certain proportion of risk. The knowledge gained may also help to avoid the necessity for a person to change, for reasons of health, from an occupation for which he has been trained and in which he may have spent some years, to begin training for another occupation.

## Medical Examinations

(a) **At School.**—The value of medical inspections can be seen first in school life, even in those carried out in the early years. They consist of routine inspections, usually at intervals of two or three years during the period between entering and leaving, and of special examinations, made at the request of the head teacher or the parent or as a result of apparent inability to participate in one or other of the school activities. Their object is primarily that of maintaining physical and mental efficiency, enabling the full benefit to be derived from the education and training.

On the initial occasion, data are obtained concerning the medical history, and the family history if exceptional. The height and weight are also recorded. The examination includes special attention to eyesight and hearing, the condition of the heart and lungs, the presence of flat feet or other minor deformity, and the general development in relation to the age.

It may be useful here to correct the erroneous impression that this work is rendered unnecessary by, or conflicts with, that of the family doctor. The two functions are, rather, complementary; many of the minor abnormalities would not, in the ordinary course of events, come within the purview of the private practitioner, while the co-operation of the family doctor is often sought in connection with the treatment of some ailment or defect which has been discovered.

Examinations made in connection with a particular activity also find their first application during the school period, two examples being the inspection of boys who are

participating in school boxing tournaments, and the compulsory medical certificates to be obtained before boys or girls, at or over thirteen years of age, may be employed part-time, while still attending school, in the delivery of milk, newspapers or parcels, and in the case of girls of school age engaging in dancing or other form of public entertainment.

Other instances of special examinations include children who exhibit difficulty in seeing or hearing, mental backwardness, or abnormal habits or behaviour, and those in whom excessive fatigue, pallor, or breathlessness occurs during ordinary physical activities, and those returning to school after a severe illness such as poliomyelitis or rheumatic fever. Intelligence tests and examinations of handicapped pupils are made by school medical officers specially trained in these spheres.

All the inspections mentioned so far are carried out in the interests of the pupil. They are by no means perfunctory, or made merely for the purpose of gathering statistics. Treatment is provided, at one of the clinics or elsewhere, for any of the optical, orthopaedic or other defects which may be found; advice is given to parents, and suggestions may be made to head teachers regarding classroom seating or the exclusion of certain children from physical training or strenuous exercises.

The last of the routine examinations, that of the "leavers" includes special attention to colour-blindness and other conditions which may have a bearing on subsequent occupations, and any relevant information may be conveyed, with the permission of the parent, to Youth Employment Officers and others concerned with the choice of career.

(b) **In Industry.**—The examination of entrants into industry, at one time carried out only in certain organizations and in dangerous trades, became much more widely adopted during the war, as a result of the direction of juvenile labour into large factories in which there were many varied types of work, clerical and manual, skilled and unskilled.

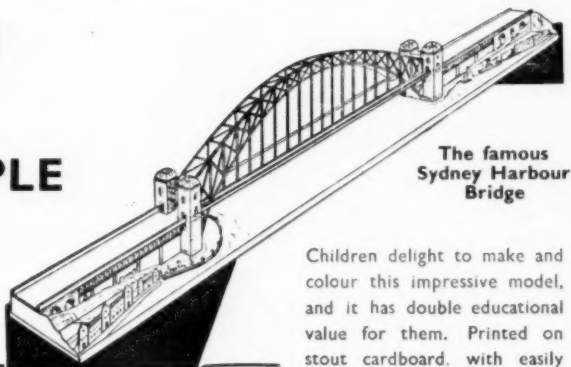
These examinations are made by a medical officer employed by the organization concerned and specializing in industrial medicine, who has acquired special knowledge of the noxious effects of any trade processes carried on in his factory or organization, of the special hazards of disease or injury which they may entail, and of the special standards of fitness which may be required.

The object of these examinations is not only to preserve the safety and health of the worker, but also, as in the case of those using micrometers, gauges and other precision tools, to ensure that the entrant will be able to perform accurate and efficient work. In the case of drivers of mechanically-propelled vehicles and cranes, the examination is, for obvious reasons, in the interests not only of the individual but also of his fellow-workers and others.

The examination, in a large organization with varied activities, may be selective, in the sense that an applicant found unsuitable for one job may be accommodated with work of another type. In some instances it may be inadvisable for a person to have work of any kind among the surroundings or industrial conditions which obtain.

The standards of acceptability may vary, even in organizations doing similar work, with the views of the medical officer concerned, and some factories take a greater interest than others in accommodating the handicapped or partially-disabled worker with a suitable occupation.

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### Standards of Fitness

Such examinations as the motor driving test, and the "medical" undergone by recruits to the Armed Forces, are well-known to large numbers of people; higher standards of physical efficiency are naturally required, in the R.A.F., for flying personnel than for ground staff. In some instances, an indication of the requirements is given in the forms of application and pamphlets containing other information. In many cases, a person may be unsuited to a certain career or occupation, even although entry involves no medical examination or test. The question of what constitutes a handicap is sometimes a matter of opinion, as school teachers have occasionally found when a boy who has been passed as fit to take part in boxing by one medical officer, is regarded by another medical officer as unfit.

It may, however, be of value to employment officers and others if some information is given of the more uncommon or less obvious conditions, and suggestions made as to the relation which these conditions may have to the choice of career.

These suggestions should be regarded as guides, rather than as definite rules applicable to every case. Many handicapped persons perform manual tasks with ease and efficiency, their capability almost equalling that of some of the non-handicapped. Teachers are seldom conversant with any but the outstanding defects in their pupils, but they can give useful information in such respects as stamina and staying-power in competitive games, and infrequent absences through sickness. The opinion of the school medical officer should be obtained in special cases.

### The Eyes

Although good eyesight is invaluable in all walks of life, it is of greater importance in some occupations than in

others. In a factory in which mainly close work is carried on, the short-sighted person, equipped with suitable glasses, may do well, while the long-sighted person, who can see objects at a distance with the unaided eye, may experience difficulty and eyestrain with work requiring near vision. Young people with defective vision do not always realize that, while the draughtsmanship or designing to which they have taken a liking is performed in school for one or two hours a week in a well-lighted class room, the same subject as a wage-earning occupation will entail forty or more hours a week and, often be performed in less congenial and less healthy surroundings.

A person with monocular vision, that is to say, with normal sight in one eye and little or no sight in the other, will not necessarily be subject to eyestrain. Such people have been known to do fine work for many years with efficiency. In the case of air-pilots and flying personnel the visual standards required are naturally very high, and completely normal sight in one eye with sight only a fraction below normal in the other eye, *without glasses*, may be necessary.

Colour-blindness, although rarely encountered, is an obvious handicap in the driving of locomotives, and in aviation and navigation.

Squint is of relatively little importance, if the eyesight is normal or is corrected by glasses, from the point of view of efficiency. It is, however, an obvious detriment to a career in which good personal appearance is essential. The schools contain many pupils in whom the presence of squint has been neglected by the parents, although ample facilities are available for its cure from early years onwards.

### The Skin

A young person who is suffering from a chronic skin disease may fail to be passed for work in certain factories, owing to a supposedly increased risk of industrial dermatitis from oil, sugar or other substances. He, or she, may be regarded as unsuitable for employment in food factories, and even in retail shops which do not deal in food products, for aesthetic and psychological reasons, including the possible effect on fellow-workers and customers.

As in the case of squint, cases of acne and similar disorders form another example of neglecting to obtain treatment for a condition which may later affect the choice of employment.

### Fits

Those who suffer from epilepsy, major or minor, or who have a definite history of fits, are excluded from work at or in proximity to moving machinery of any kind. This is advisable for several reasons. The person who is seized with a fit may endanger his own life or that of others, either through sudden loss of control of the machinery of which he has charge, or through causing an accident with internal transport or other passing vehicle; the occurrence of the fit creates a distraction in a busy workroom and has an adverse effect on the other employees.

### Heart and Circulation

In some instances the school medical records denote the presence of some abnormal heart condition, and referral to a specialist has elicited the opinion that the pupil need not be excluded from ordinary school activities. In such cases, the difference between school routine and a wage-earning occupation must be borne in mind, and the choice of career will need careful consideration if any but a light and sedentary occupation is being contemplated.

The pale, anaemic type of young person should not work in dusty and vitiated atmospheres but should be encouraged to choose an occupation such as agriculture or horticulture or any light work in which fresh air and exercise are obtainable.

### Speech

Speech defects of a curable nature are seldom encountered nowadays in youngsters of school-leaving age, as they have usually been discovered and treated earlier.

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They are of considerable importance in the choosing of young people for theatrical training, or for secretarial and receptionist work, and to a lesser extent for employment in offices and shops.

They may, however, be of a mild character and appear only at times of mental tension such as examinations and selection interviews.

### The Lungs

The fact that a young person who is leaving school has been treated for tuberculosis at some time or other does not, in itself, suggest a need for exclusion from any career, as long as the work involved is of a suitable nature. The non-pulmonary cases, such as tuberculosis of the bones or joints, or of the glands in the neck, and even many pulmonary cases, are not contagious or infectious to others. The condition has, in all probability, been "arrested" or "cured" as a result of treatment, and all that is necessary is for the person to maintain good general health.

This depends to a large extent on the obtaining of a congenial occupation, devoid as far as possible of physical or mental strain. These factors are of greater importance than the "open air" job, which was at one time thought to be the only requirement, although vitiated, enclosed atmospheres should be avoided for general reasons. In this connection it should be remembered that even occupations like agriculture may include heavy manual work in the loading and unloading of vehicles, and also exposure to bad weather conditions. There is no point in advising such youngsters to choose work in a different district or abroad, where other working conditions might undo any good which might possibly be obtained from the climate.

The choice of a suitable occupation for the asthmatic will vary with the individual person, and with the nature of the dusts, pollens or other substances which produce the attacks of asthma. These cases, in general, are unsuitable for heavy work, but, on the other hand, light work in horticulture or market-gardening, or in contact with animals may be equally unsuitable in individual instances.

Other lung conditions such as bronchitis are of relatively little importance, although a marked family history of lung ailments may suggest care in the choice of occupation.

### Deformities

Experiences during the war years, in large factories into which many thousands of people migrated, or were directed, from the "luxury" trades, from sedentary occupations, or from ordinary household duties, illustrated the adaptability of many persons with congenital or other defects and deformities.

The only deformities commonly seen in school children attending ordinary schools are flat feet, bow leg, knock knee, and round shoulders. The majority of these cases are treated and cured during the primary period, but in a few instances they persist, largely through neglect to obtain, or to persevere with, the treatment which is provided at the orthopaedic clinics. In some instances the parents say that these conditions "run in the family" and regard them either as incurable or as of no particular importance.

Their significance at the time of choosing a career, however, may be of considerable importance, once the number of working hours and other conditions are fully realized. Some of these defects may influence the chances of successful employment only through their effect on personal appearance, while others may have an adverse influence on the general health.

Flat feet may give rise to excessive fatigue, pain in the legs, even headaches, and in those whose work involves marching, walking or prolonged standing. The condition is therefore a detriment to enrolment in the Armed Forces, the Police and similar services, and to acceptance of a candidate for hospital training as a State Registered Nurse. Its effect should be explained to young persons wishing to enter occupation for which there is no preliminary medical

examination, such as those of canvasser, collector or shop assistant.

The other deformities mentioned may, unless there be actual disease of the bones or joints, have little influence either on the general health or on capability or efficiency. All deformities, however, may exert the second of the two influences mentioned, that of personal appearance. This applies mainly to some of the careers less frequently selected, such as those of the theatrical and music-hall performer, the professional and exhibition dancer, the artists' and photographers' model, and the mannequin.

In some instances an abnormality of posture or gait is associated with a healed tuberculosis condition of a joint such as a hip, and in such cases an occupation involving excessive or prolonged physical strain, to an extent to which the young person has not been subjected during the school period, might be inadvisable.

### Rheumatism

Consideration should be given to the choice of career for a young person who has suffered from an attack of rheumatic fever, particularly if of long duration, subacute rheumatism (including "growing pains" and other vague affections of muscles) or chorea (St. Vitus' Dance), especially if the family history indicates a prevalence of rheumatic disorders.

Many of these young people suffer from rheumatic heart disease of varying degree, which may have remained undiscovered so long as they have been engaged only in the ordinary activities of school life. The possibility of recurrence, as a result of dampness and unhygienic working conditions, or irregular and inadequate meals should be considered.

Some general principles may be emphasized in conclusion. The dangers likely to be encountered in any occupation are seldom understood fully, and are often exaggerated



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by those who have not had practical experience of the nature of the task or of the working conditions. Occupations which throw any real strain on the vital organs, that is to say, the heart, lungs and kidneys, include those associated with considerable decreases or increases of pressure on the body, aviation and mountaineering, and diving and submarine engineering. The conception that "any kind of factory life" is bound to be dangerous or injurious, has little foundation at the present day, as a result of the many safety and welfare measures which have been introduced and adopted in factories and other industrial organizations throughout the country, including improvements in machine guarding, sanitation and ventilation and the provision of meals in hygienic surroundings.

### Scholarships to Help Production Drive

With the aim of contributing to industrial productivity in this country, seventy-five scholarships are to be awarded this year for the study of production technology and management in selected universities or technological institutes and in industrial undertakings in the United States.

The Mutual Security Agency (formerly the Economic Co-operation Administration) is to supply the dollar equivalent to meet tuition fees, travelling expenses in the United States and suitable maintenance allowances. The approximate cost will be \$250,000. Return passages to the United States will be paid for from public funds.

In previous years most of the candidates qualifying for these awards have been employees of the country's larger firms and organizations. It is hoped that this year, employees of the smaller firms, which form such a considerable part of the national economic system, will share in the scheme to a greater degree.

The awards will be made in two groups. In the first group, forty awards, available for the study of management and normally tenable for a period of nine months, will be open to persons between the ages of twenty-three and thirty-five of adequate educational standard, who are potential managers or occupying positions of responsibility in industry, or who propose to teach management subjects. A minimum of three years industrial experience will be a condition of entry.

In the second group, thirty-five awards, available for the study of production technology combined with management and normally tenable for a period of one year, will be open to students who hold good honours degrees in either Pure Science or Technology, who have had at least two years industrial experience and who are now working in industry or research associations or are teaching in universities or technical colleges.

Successful candidates will be expected to leave for the U.S.A. early in September, 1952. The closing dates for applications are the 16th and 30th April for the technological and management awards respectively.

Full details may be obtained from the Ministry of Education (F.E. Division I), Curzon Street, London, W.1.

### Equal Pay Cost

In reply to Mr. G. Thomas who asked the Minister of Education the cost of introducing equal pay for women teachers, Miss Horsburgh said that on the basis of the number of women teachers expected to be in posts on April 1st, 1952, and of the present Burnham Reports, it is estimated that the annual expenditure on the salaries of teachers in grant-aided schools and establishments in England and Wales would be increased by some eleven and a half million pounds if women teachers were to be paid at the same rates as men.

**Mr. Kenneth Brooksbank** has been appointed Assistant Secretary to North Riding Education Committee.

### Treasury Grants to Universities

In a written reply to Mr. Hollis, who asked the amount of the annual grant the Chancellor of the Exchequer proposed to make to the Universities for the next quinquennium, 1952-57, Mr. R. A. Butler said "It is the normal practice to settle for five years at a time the amount of annual grant to be made available to the universities. The present settlement expires next July at the end of the academic year, and I have been considering recommendations made to me by the University Grants Committee for the grants to be made in the ensuing quinquennium.

"The quinquennium now ending has been a period of rapid expansion. Student numbers are 70 per cent. above the pre-war figure and the academic staffs have been doubled. It will be some time before the financial effects of this expansion have worked themselves out and in the next few years commitments already incurred will involve expenditure on a rising scale even if no further expansion is undertaken. Rising prices and wages have also affected every branch of university expenditure, so that the total recurrent grant for the present year, the last of the old quinquennium (£16,600,000), would not be enough next year to pay for present activities. Further, non-recurrent grants will not in future be made for new furniture and equipment for accommodation already in use, and allowance has therefore to be made for the cost of necessary purchases in assessing the total of recurrent grant.

"Taking all these factors into account, I propose to provide recurrent grant as follows for the five next academic years:

1952-53	..	..	..	20,000,000
1953-54	..	..	..	21,000,000
1954-55	..	..	..	22,250,000
1955-56	..	..	..	23,500,000
1956-57	..	..	..	25,000,000

The first year's provision is the least sum with which the universities can maintain their present activity; it makes no allowance for fresh expansion. Part of the increases in the later years will be needed to meet the rising expenditure to which the universities are already committed, but they should also enable some development to be undertaken, particularly towards the end of the quinquennium. In making some provision for development, I have in mind particularly the need for scientific and technological progress, and I am sure that the University Grants Committee will keep this in mind in distributing the grant.

"I realize that it would be helpful to the universities to have some assurances as to the scale of non-recurrent grants for capital expenditure which will be available to them over the quinquennium. This is, however, not a matter of financial provision only. The demand for building work for purposes of major importance to the economy so far exceeds at present what can be done by the building industry, that it is necessary to control the distribution of building work through the investment programme and the licensing system. So long as this situation continues it is not possible to give long term assurances as to the amount of building work which the universities can undertake, and provision will be made annually in accordance with general investment policy, as in the later part of the present quinquennium. I shall, however, consider whether I can, at a rather later stage, give any useful guidance to the universities as to the scale on which they should frame their long-term plans."

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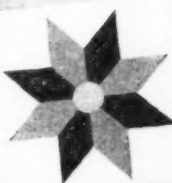
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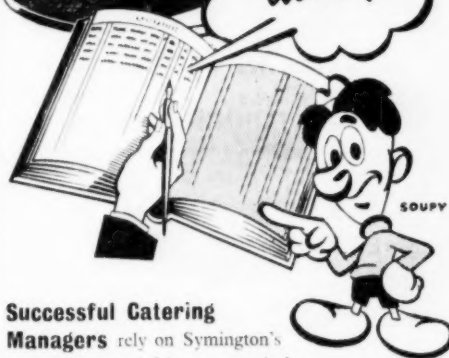
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and  
EDUCATION REVIEW

No. 3320

MARCH, 1952

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## Month by Month

### Religious Instruction.

TIME was when any approach by a local education authority to parents on the question of so-called "agreed syllabus" and "denominational" religious teaching would have been strongly resented, not least by the teachers. To-day the reaction is very different. Last month the *Schoolmaster* and *Woman Teacher's Chronicle* called attention to a letter addressed by the Nottinghamshire Education Authority to parents of children in all maintained schools, county and voluntary alike. The Authority explains the place now given by statute law to both religious observance and religious instruction in all types of schools. It explains, too, the requirements of the Education Act regarding denominational and undenominational teaching, the differences between aided school provision on the one hand and county school provision on the other and the rights of parents of children in controlled schools. The *Organ* of the National Union of Teachers a week later again commented on the matter.

"The local education authority and the churches are to be congratulated upon the spirit of concord and co-operation which resulted from their negotiations and which rendered possible the issue of these official letters to parents."

Several other local education authorities, realizing the novelty of the controlled school provisions, have confined their efforts in this matter to controlled schools. Letters have been addressed to parents of children attending these schools, who have been invited in reply to declare their wishes in the matter of religious instruction. All these schools so far are Church of England schools, yet one local education authority has helped to compose and issue a letter to which the local Free Church Council is a signatory. It is difficult to appreciate the propriety of this. Clearly the parties concerned are the parent, the managers or governors, the head teacher and the parish priest, if the parent desires specifically church teaching for his child. The local Free Church Council has no *locus standi* in the matter, nor is its intervention contemplated by the Act. As *The Schoolmaster* stated "The request for denominational instruction must come from the parents of children attending the school." The Foundation Managers, i.e., the parish priest and some other representatives of the church, must arrange for such distinctive teaching as may be requested. The practice therefore has hitherto been that the parent, advised by his minister, has made his own request to the Head Teacher, usually on a simple form provided by the church. While the local education authority may give what information it wishes, it would seem to be an unnecessary and unwise intrusion into the pastoral work of the church for the authority to do what might easily be regarded as proselytizing.

### Measures of Economy.

The past month has shown only too clearly the damage which may be done even to the essential structure of the educational system by Circular 242 as understood—or misunderstood—by some local education authorities. The purpose of that circular

was to limit *national* expenditure and not to reduce *local* rates. The Circular, as has been clearly demonstrated, made impossible demands. Local education authorities could not do what they believed they were asked to do. Some have therefore acted on their own interpretation of the Circular, with deplorable results. Gloucester was reported to have decided to dispense with the services of all its educational organisers. Warwickshire, Somerset, Shropshire, and Dorset, proposed to close down nursery education. Several authorities will discontinue the payment of travelling expenses to pupils, which the Ministry has so far ruled to be due to them under the Act. Further Education facilities are to be reduced in many areas. Five County Authorities as well as several County Boroughs even intend to reduce their aids to students, notwithstanding the Minister's advice on this matter.

On the matter of awards to students at university level, it was stated in Circular 242 that the Minister would send to local education authorities a further communication. This has now been received. The new Circular 247 promises that the Minister will make no reduction in State Scholarships offered in 1952 or in the supplementation of Open Awards. The standard figures of maintenance are being reviewed. The Minister deprecates "reducing the amount of an award below the level required to enable a student to derive proper benefit" from his course. The Minister proposes to discuss general policy relating to local education authority awards and asks that in the meantime "Authorities should not seek to reach definite decisions." All this comes too late to be helpful, so far as estimates are concerned, and this fact was well-known to the Ministry. Dr. W. P. Alexander has examined the Circular with great care and ability and his conclusions are notable. He examines figures, too. In 1951-52 some 18,500 students entered the Universities, rather more even than was contemplated by the Working Party on University Awards. Of these, 13,050 were aided from public funds, as against an expected 11,000. Only 2,750 however, were aided by the Ministry or by their Universities. The rest—some 10,300—depended on local education authority awards. The Ministry and the Universities are giving less help and the authorities more help than was ever contemplated. Three thousand more university awards were made by local education authorities than those authorities expected to have to make. Obviously local education authorities, faced with the insistent demand to economise, cannot continue to bear so unfair a share of this national burden. Dr. Alexander has stated that the Ministry should call a conference as a matter of urgency to examine the problem. Such a challenge cannot be ignored.

#### Transport of Pupils.

Local education authorities have had to give their own varying interpretations of the Minister's direction in Circular 242 on the Transport of Pupils. The Development Plans of those authorities have included information about their "general arrangements for the transport of pupils to and from school." It follows from Section 39 of the Education Act, 1944, that an authority must arrange for a child's transport to and from school if the school "is not within walking distance from the child's home"—and, of course, assuming that it is the

nearest appropriate school to the home. Unless a local education authority has been wilfully exceeding its duty in this matter there would seem to be no room here for the saving of public money. The Minister, however, further suggested that local education authorities—

"... should also consider the advisability of making greater use of the facilities offered by Section 55 (2) for the partial payment of fares in the case of children who require transport in order to attend a school of their parent's choice other than the nearest to their homes."

This is sheer nonsense unless one adds—and the Circular makes no such addition—such words as—

"and of making correspondingly less use of the provisions of Section 55 (1)."

As it stands, and without any such addition, it is obviously an invitation which if accepted might even lead to increased expenditure. The Ministry should, however, explain how a local education authority can, at will, exercise *powers* under Section 55 (2) in preference to performing *duties* under Section 55 (1).

Section 55 (1) is mandatory. "A local education authority *shall* make such arrangements . . ." not merely "as they consider necessary," but in case of dispute "as the Minister may direct" and "any transport provided in pursuance of such arrangements *shall be provided free of charge*." Section 55 (2) says that "a local education authority *may* pay the whole or any part . . . of the reasonable travelling expenses of any pupil" for whose transport no arrangements are made

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presumably because the pupil is not in that category which the authority has a duty thus to aid under Section 55 (1). The Ministry has in the past ruled that if an authority is satisfied that the conditions of Circular 83, Section 7 (b)—now restated in the Manual of Guidance, Schools No. 1—are satisfied in any particular case, then the authority must under Section 55 (1) meet the cost of the provision of transport or of the necessary travelling expenses. No means test may be imposed on the parents. This was made clear in Administrative Memorandum No. 63.

In the past some local education authorities have imposed a means test in connection with the payment of bus or railway fares of children attending secondary schools. Such arrangements are not now admissible under Section 55 (1) of the Act.

Reports of action taken in response to Circular 242 do, nevertheless, show that some local education authorities have discontinued the payment of travelling expenses or their arrangements for travel even of pupils whose cases clearly came within the provisions of Section 55 (1). Such authorities have in fact refused to operate a mandatory section of the Act and have instead sought to do what the Ministry has declared to be "not now admissible" under present Statute law. Clearly, then, the Minister's direction referred only to those pupils—and there cannot be many of them—not covered by Section 55 (2) who are receiving such assistance. Even so, to make sense of it at all, one must assume that some authorities have, with the connivance of the Ministry and the District Auditor, been granting free travel under

Section 55 (1) where they should at most have granted assistance in accordance with a means test under Section 55 (2). In effect Circular 242 says that this practice must cease.

\* \* \* \* \*

#### Loans under Section 105.

ADMINISTRATIVE Memorandum No. 199 Addendum No. 4 announces another increase in the rate of interest to be charged on loans to governors and managers of aided and special agreement schools. It is amazing that this has caused so little comment. The Administrative Memorandum as originally issued in February, 1947, announced an interest rate of  $2\frac{1}{2}$  per cent. Since then it has been successively increased to 3,  $3\frac{1}{2}$  and now to  $4\frac{1}{2}$  per cent. This is an increase in loan charges of no less than 70 per cent in the short space of five years. It is, moreover, quite impossible to say that there may not be further increases. At the present rate of increase the interest will be at the rate of 6 per cent. in 1957. It is enough, however, to consider the position in the light of the latest increase and no farther. When the time comes for a body of managers or governors to borrow capital for new school building they will have to pay £1,778 15s. 0d. instead of £1,427 10s. 0d. for every £1,000 borrowed. The increases in loan charges add £17,760 to the total sum which will have to be raised by voluntary effort to repay a £50,000 loan. The effect of such increases on the proposals for new voluntary school building may be very serious and may in fact effectively nullify the promise given by the Butler Act to the promoters of such schools.

### Television in Schools Experiment

Arrangements for the first stage in the School Television Experiment, announced by the B.B.C. last year, are now complete, and six schools have been chosen to receive the first experimental programmes. They are:

Albany Secondary Modern Boys' School, Enfield.  
Chace Secondary Modern Girls' School, Enfield.  
Higher Grade Selective Central Mixed School, Edmonton.  
Hazelbury Secondary Modern Girls' School, Edmonton.  
Arnos Secondary Modern Mixed School, Southgate.  
Trinity County School, Wood Green.

All six schools are in North London for technical reasons connected with the system of transmission to be used. The vision signal for the experimental programmes will be transmitted from Alexandra Palace on a special wavelength and the sound will be conveyed to the selected schools by land line. The programmes will be broadcast daily at 2.10 p.m. for four weeks beginning on May 5th.

All the programmes will be intended for children of secondary school age. The twenty programmes will be grouped into five short series dealing with respectively Science, Aesthetics, Current Affairs, Travel and the Industrial Scene.

The main purpose of the experiment will be to try out a variety of programme techniques and to test their effectiveness for presenting educational material to children viewing in classrooms. The techniques will include the studio presentation of laboratory experiments and demonstrations; the use of animated diagrams and photomicrography; the presentation of film in many ways including, for example, by a traveller who made it, or by a commentator on Current Affairs; outside broadcasts, and feature programmes in which studio interview and demonstration will be combined with the showing of suitable film extracts.



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## The Use of House Journals in the Classroom

In a recent issue of the *World's Press News*, Mr. E. Stanley Nicholas, Head Master of Upper Basildon School, Berks., was the writer of an interesting article describing the value of house journals as educational aids, from which, by kind permission of the Editor, we give the following extracts:

"House journals," said Mr. Nicholas, "besides being an interesting study in themselves, can be used as a source of absorbing study in classrooms."

"Most firms of over 100 employees publish a house journal and we in this school find that such papers can and do usefully aid formal lessons in English (yes, there are some schools where English is still taught formally and is not a subject left to haphazard 'play-way'). The majority of house journals in this country are well turned out and written in decent English, despite the fact that they have to appeal to employees the bulk of whom had only a smattering of education. I think most editors regard their journal as a form of trust as Sir John Reith did the B.B.C. Just as the B.B.C. does not pander in general to low-down tastes, so a house journal, to be successful, does not necessarily have to pander to third-rate tastes in factory and office."

"Familiarity does tend to breed contempt and this applies to text books—house journals which are constantly changing (we receive them weekly, monthly and some bi-monthly) are always new and nearly always contain something new. House journals are especially important in the correct and accurate teaching of geography and provide a continuous source of never failing information for senior geographical note books and material for classroom

friezes and wall displays. No text book can ever hope to compete for freshness as does a competently edited house journal. Their facts are right, their information is up-to-date, their presentation is directed to the mind whose grasp of affairs is just average—text books are usually written by graduates whose knowledge of barely literate people is sadly limited—and their illustrations compete in quality with even the best text book."

### Advertisements Enhance Value.

"To editors who wonder if they should include advertisements, our experience in school is that advertisements enhance the educational value of house journals. Children use advertisements for insertion in geographical scrap albums and scrap books and folios. During one year we tried the experiment of an advertisement file and the children gained a good deal of knowledge of industries, works, plants and organizations from house journals."

"I wonder, does the industrial editor know how searchingly articles on a historical subject are read by his unexpected juvenile readers, for children can be severe critics of the inaccurate writer who has not a full knowledge of his subject. And how enthusiastic children can be, and indeed are, over a history article that is well done."

### For Art Lessons.

"House journals have their use in art lessons, too. In this school, house journals keep company with Gilbert Spencer's original paintings and where we have such a high standard as this world-famed Academician in front of us, then house journals are viewed with a critical eye."

"The wide use made nowadays of films induces us to make a special note of films made by companies and reviewed in house journals. The Berkshire Education Committee has mobile projection units and its progressive Director of Education, W. F. Herbert, encourages the use of films for teaching in schools. We borrow films of whose existence we would never have known but for the regular perusal of house journals."

### Of interest to Girls.

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## Film Appreciation Teaching

The British Film Institute recently sought the help of the London Institute of Education in arranging a meeting of teacher Training College Principals and Lecturers to discuss the recommendation of the Departmental Committee on Children and the Cinema that better facilities be provided for training teachers who wish to undertake work in film appreciation. An encouraging response from the Training Colleges to a preliminary communication from the Institute of Education led to a meeting which took place at the British Film Institute last month, attended by seventy representatives from twenty-eight Training Colleges in the London area.

Mr. E. G. Barnard, Chief Education Officer for Portsmouth and a member of the Departmental Committee, opened the meeting by reading a message from Professor Wheare, regretting that lecturing engagements at Oxford prevented his attending, and expressing his full support for the steps taken by the Film Institute. Mr. Barnard, concurring in this, said he was a little disappointed that in nearly three years so little had been done to implement the recommendation of the Departmental Committee. If anything of value was to be done in raising standards, teachers must first become familiar with what children are seeing in the cinema. "Most of us," he said, "are highly selective filmgoers; but there are between three and four million children in Britain who go to the cinema at least once every week."

Mr. Denis Forman, Director of the British Film Institute, said that when the Institute passed over its work in visual aids to the National Committee and the Educational Foundation for Visual Aids it would have lost touch with the educational world had the Radcliffe Committee not urged that the Institute should carry on its work of raising standards of taste and appreciation of film through formal education. It was the task of the Film Institute neither to teach the children nor to teach the teachers, but rather to offer specialized information. Accordingly they had wooed Mr. Stanley Reed away from the teaching profession and set up a department to help and advise those responsible for teaching children and youth. "I reflect with pleasure upon the trend of education during the last two or three decades," said Mr. Forman, "and that the conception of education as book learning has given way to a wider preparation for life—and with most children filmgoing is quite a large slice of life. Those who can analyse the basis of any formal entertainment will enjoy it more, and our aim must always be to increase children's enjoyment of the screen, and not to inhibit them."

Mr. Stanley Reed said that obviously there were practical difficulties in introducing a new subject into the teachers' training course. The course was short and already crowded. There was also the fact that few Training College lecturers, however keenly interested, felt themselves equipped to launch a course on film at an academic level. Perhaps the Film Institute could help, he hoped through the Institute of Education, in this initial task of training the tutors to train the teachers? But first the aim must be defined, and the least controversial basis for discussion was perhaps the view of the Wheare Committee that the principal danger attendant upon child filmgoing was not that it might make juvenile delinquents, of which there was no significant

evidence, but that so many films gave a false picture of life. The cumulative effect of such films constituted a serious and subtle problem—one that censorship could not solve. The first emphasis of film teaching must therefore be on content. "I believe the best way to establish this new subject," said Mr. Reed "is not to introduce into the teachers' training course a series of general lectures on film for all students, though this might be useful for Primary schools teachers-in-training, but rather to begin in a small way with a more intensive course for a small group of interested students. It would, of course, be premature to turn out high powered specialist film teachers—there were at present very few jobs for them—but a sensible scheme might be one which enabled teachers to take Film as a second subject to their main specialist study."

The discussion which followed showed considerable diversity of approach to the problem, but a strong measure of agreement both on aims and on the need for positive action. The work of the Society of Film Teachers, represented by its Chairman, Mr. Francis E. Mills, was praised by several speakers. Speaking from the platform at the conclusion of the discussion Mr. E. F. Marshall, of the Institute of Education, said that he believed there was a general desire to take the discussion further, and he proposed a one-day meeting or week-end Conference for Training College lecturers, which might be held at the Institute of Education. This being agreed, an organizing Committee of five, together with representatives of the Institute of Education and the British Film Institute was appointed to meet at the Institute of Education at an early date.

## Future of G.B.I.

With a backlog of educational films sufficient to cover releases for the next two years, changes have been made in the activities of the G.B. Instructional production unit.

Production of educational films in recent years has been maintained at such a rate that with the cuts in educational grants there is a risk of too many titles coming into release.

The activities of the G.B. Instructional unit are now, therefore, being confined to theatrical shorts and sponsored films under the title of "The Shorts and Sponsored Film Production Department" of the Gaumont British Picture Corporation Limited.

Meanwhile G.B. Equipments Limited, world distributors of G.B.I. films will release new films in any series or new titles in such a way as to assist educational authorities to purchase their copy requirements during the financial year.

At regular intervals a further twenty titles from the De Rochemont "Earth and Its People" series, will be released in addition to the other product. There will also be educational films from Sweden, Australia and the United States.

G.B. Equipments Limited will also be the exclusive distributors throughout the United Kingdom and overseas of new educational films, and film strips which are now being produced in Ottawa by the National Film Board of Canada.

Mr. D. G. Hartley, Deputy Chief Education Officer for Blackburn has been promoted to the position of Chief Education Officer as from March 31st, in succession to Mr. G. F. Hall, who then retires.

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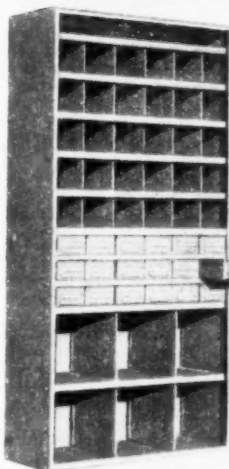
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# Wakefield New Schools

## Opened by the Minister of Education

Recently the Minister of Education, Miss Florence Horsbrugh, has opened several new schools, but to Wakefield went the honour of her first official visit for this purpose when, in one morning, the Minister officially opened the Broadway Infants' School and St. Michael's Junior School.

The two schools were already in use, the £50,000 Broadway School with 200 children on roll and the £70,000 Flanshaw (St. Michael's) with over 300.

The Broadway School was commenced in December, 1949, and visiting this first the Minister paid tribute to the constructional design and referred to it as a lovely school.

Emphasising "how tremendously important it is that small children should be given a good start," Miss Horsbrugh commented: "I think we are building in the right direction, not only in the type of school but in our effort to do our very best for these small children."

At Flanshaw, Miss Horsbrugh referred to the peculiarities of the site on which the building has been erected, and said that in spite of these difficulties, a particularly good school had been provided. "This, again, is an example of ingenuity in building and of a determination not to be daunted, however difficult the site may be," she observed.

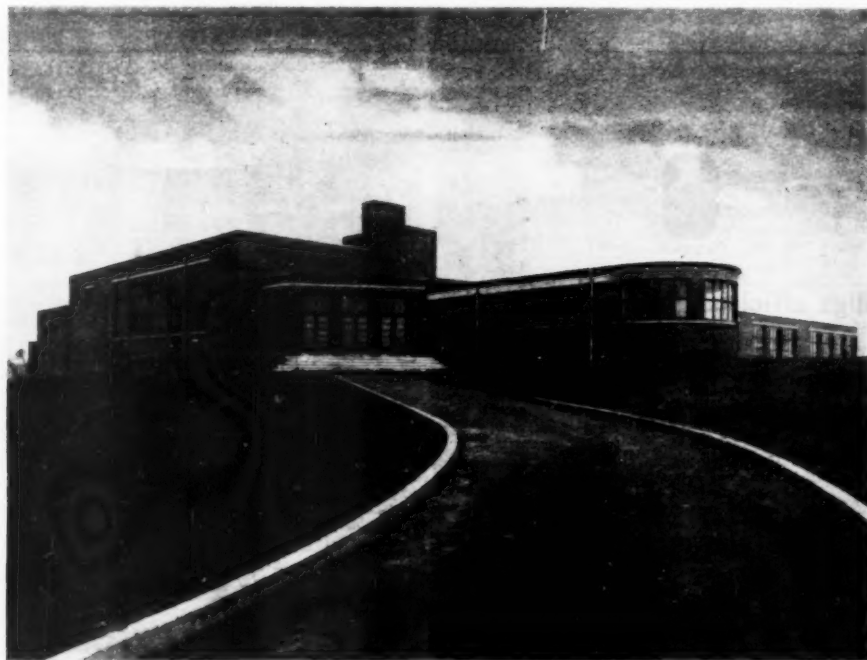
Referring to Wakefield's aims to build another primary school and a grammar technical school to replace the one destroyed by fire at Thornes House, the Minister said she was not "unhopeful" that these two projects would be put under way in the 1952-53 programme. "I am not

going to discuss the difficulties of our investment programme" she went on. "We all know that the situation is what might almost be called desperate—if it were not in Britain where nothing is desperate—but we are determined to improve it."

Miss Horsbrugh said she was pleased that the new Flanshaw school was to be known as St. Michael's and that it was to carry on the traditions of the old St. Michael's school, which had done such splendid work for many years. "I congratulate you on bringing this about with real tolerance and understanding between the people of all religious points of view, working together for the benefit of the children," she remarked.

Ald. Burley Johnson (chairman of the City Education Committee), who presided, reviewed Wakefield's school building programme, and referring to the retention of the name St. Michael's in the designation of the new school said for over a century St. Michael's schools had given mental, moral, spiritual and physical teaching to generations of children, and for this reason, if for no other, it was desirable that the name should remain. "It is to be hoped that the same spirit manifested in the workings of the old school will be continued here," he remarked.

The Flanshaw school, of which we are able to give two illustrations, is the first post-war junior school to be completed in the City. There is accommodation for 320 pupils and the site is approximately 6 acres in extent on an elevated position.

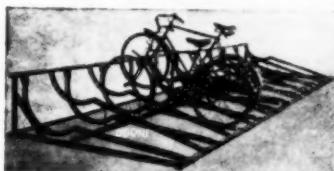


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Preliminary sketch plans were approved by the Ministry of Education in May, 1948, and work was commenced in August, 1949.

The grounds will be laid out with trees and shrubs and a paved playing area is provided. Sites have been levelled for playing field facilities including football and hockey pitches.

The planning of the school was influenced to a great extent by the contours of the site, and the nine classrooms have been planned to face south. The building is of traditional construction, one storey, with flat roofs and reinforced concrete foundations. Slip joints have been incorporated in the foundations and brickwork as a precaution against any future mining subsidence.

Internally, the classrooms have tile floors in contrasting colours, plaster walls with illustration panels and reversible blackboards. Separate cloakrooms, ablutions, W.C.s and drying rooms have been provided for each sex. The lavatories are finished with hygienic surfaces, and partitions are of pressed metal. Cloakroom fittings are of the standard school type with mesh divisions for shoes. The Assembly Hall has a wood block floor and is equipped with a stage. At the rear of the Assembly Hall are two dressing rooms with sanitary conveniences. The Kitchen has direct communication with the Dining Hall, and the cooking equipment is electrically operated with an extract canopy above. The two forms of suspended ceiling used are wood wool and insulation board.

Space heating is by means of low pressure hot water radiators supplied by two central boilers which have automatic stokers. A third independent boiler supplies hot water.

The main contractor for the school buildings was Messrs. Henry Boot and Sons, Ltd., Banner Cross Hall, Ecclesall Road South, Sheffield, 11.

## Schools and New Savings Campaign

In a message to local education authorities and the staff of schools, asking them to support the "Lend Strength to Britain" Savings Campaign, which the National Savings Committee is conducting until the end of this month, the Minister of Education, Miss Florence Horsbrugh, M.P., says:

"Local Savings Committees throughout the country will be organizing "Savings Weeks" or making some other special effort during the period of the campaign, and will doubtless seek the co-operation of local authorities and of teachers. The extension of the Savings Groups, and a special effort to increase membership, will be a feature of the campaign in schools.

"The Minister is confident that authorities and teachers will be ready and willing to take an active part in this campaign as they have always done on similar occasions in the past."

### DONCASTER SCHOOL WINS SAVINGS CUP

Balby (Doncaster) Junior Mixed School, which was awarded the Doncaster *Chronicle* Children's Corner National Savings Cup, in March, 1949, when the contest first started, have again won the cup. The Mayor of Doncaster (Ald. Mrs. Rose Hodson) presented the cup to Margaret Reed at a ceremony at the school.

**Alderman W. C. Redman**, chairman of the Kent Education Committee, told the County Council the equivalent of about fourteen new schools, representing at least 4,000 primary and secondary school places, had been deferred as a result of the Ministry decision that the building of all new schools, due to start in the last four months of 1951-52 would be carried forward into the next year's programme.



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Journal of Textile Institute  
January, 1949.

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## FILM STRIP REVIEWS

### UNICORN HEAD VISUAL AIDS

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 U 40—Electronics—The Radio Valve, Part 3.  
 U 41—Electronics—The Radio Valve, Part 4.  
 U 42—Electronics—The Radio Valve, Part 5.  
 U 43—Electronics—Industrial Applications: High Frequency Heating.

All the above strips are produced by Mullard, Ltd. Price 10s. each. Part 1 serves as an introduction to Electronics—dealing with certain basic points essential to a proper understanding of the principles of the radio valve: atoms, molecules, ions, deflection of a moving electron, directly and indirectly heated cathodes, potential distribution in diodes and triodes. Part 2 treats of kinds of valves, rectification, valve characteristics and valve functions. These two parts comprise 23 frames of diagrams, circuits and characteristic curves. Part 3 deals with construction and manufacture of radio valves. The various components are illustrated, followed by stages in assembly, with X-ray photographs of internal views of typical valves. The final stages in manufacture are well illustrated and followed by methods of testing. 45 frames. Part 4 gives further details of valve characteristics, describing the data usually published on radio valves with an explanation of their meaning and application: ratings, mutual conductance, amplification factor and anode resistance, limiting values and performance. 20 frames. Part 5 deals with basic valve circuits. A simplified circuit diagram of mains operated super-heterodyne broadcast receiver is repeated several times on alternate frames as each portion is separately analysed. Fading and automatic volume control receive attention. 37 frames. Part 6 deals with the principles of high frequency heating, the equipment for Induction Heating and its applications with special reference to radio valves, hardening, annealing, soldering and brazing. Dielectric Loss Heating is also dealt with and its uses in plywood manufacture and the plastic industry. 49 frames.

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No. 5009—Timber Strip 6—Uses of Timber; No. 5010—Timber Strip 7—Further Uses of Timber.—These excellent strips are outstanding in their interest and will serve for more purposes than their titles suggests. The subject is dealt with most attractively. In many cases there is a photograph of the finished product followed by details of stages in the construction. The strips will help us to appreciate more fully the skill and craftsmanship which are peculiar to each separate trade, whether it be beautiful carving and tracery work in English oak, propeller shafts in lignum vitae, the plywood fuselage of an aeroplane or willow wood cricket bats. Strip 6 has 40 frames dealing mainly with the use of timber in building construction and furniture, agricultural buildings and equipment, and use on a large scale for viaducts, bridges and hangars. Strip 7 with 35 frames deals mainly with the transport aspect; the use of timber in construction of liners, aeroplanes, railway rolling-stock, and car chassis or caravans. Storage containers and match-making add more variety. The strip might well be used to provide a project for the Primary or Secondary School and would certainly be useful material for an interesting lecture to adult audiences.

No. 4885—Foundry Technique, Strip 10—Foundry Plant and Operations.—The concluding strip in the series, dealing with foundry plant designed to reduce physical effort, to

increase productivity or to improve working conditions. The mechanical aids illustrated are those used in core production, moulding sand preparation and distribution, moulding machines and mould conveyors, metal melting and distribution, mould knock-out and cleaning and fettling. The 40 frames consist of very clear photographs of the whole or parts of various mechanical aids, showing some of the most modern plant available.

Gumperts 2—Astronomy.—A selection of material originally contained in two Swedish strips now made available to English requirements. The strip of 36 frames forms a fine introduction to the subject, and many of the frames are suitable for special lessons: i.e., phases of the moon, eclipses, tides, stellar-system, etc. The sun, moon, and major planets are all dealt with and there is a good map of the stars in the N. Hemisphere as well as photographs of nebulae. The notes are simple enough to be read to the upper classes of the Primary School, but it should be remembered that notes are provided primarily for the teacher and fuller notes would have been of additional help. In the introduction we read, "The dimensions of the Solar system can be found in almost any good school atlas." True enough, but most enthusiastic teachers will probably copy the dimensions on the blank page at the end of the notes so as to have the facts available in ONE book.

Chrysanthemum Culture.—An Australian strip produced by the Education Department, Victoria, and distributed by Educational Productions, Ltd., at 5s. The 39 frames show clearly the step by step procedure in the propagation of the plants. Soil requirements, planting and "stopping" are adequately dealt with. As is customary with these strips, directions are printed beside the pictures so that no teaching notes are necessary. The pictures themselves are almost self-explanatory.

### NATIONAL FILM BOARD OF CANADA

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These fine strips presented by The Canadian Citizenship Branch of the Department of the Secretary of State are distributed in the United Kingdom by Unicorn Head Visual Aids; price 12s. 6d. each. As a series they provide a very comprehensive picture library of the whole of Canada, comprising some 43 maps and 166 views. The introductory strip should prove of special value to Primary and Secondary Schools as all the geological and political divisions are given with excellent shots of varied scenery. In every strip the territory dealt with is figured prominently on the map and each strip consists of photographs of typical scenery, agriculture, occupations and industries. There are many aerial views of the larger towns.

London County Council may buy Rosemount, Sunningdale, Berks., as a boarding school for forty maladjusted children.

Reporting that the percentage of children who were dentally fit had dropped from 35.2 in 1949 to 31.7 in 1950, the School Medical Officer for Northumberland says: "This grave situation is related to the shortage of dental staff, and the whole future of the school dental service which is the basis of ensuring a dentally fit adult population hangs in the balance." The Senior Dental Officer draws attention to the fact that in the county instead of a staff of 1,600 full-time dentists required there are at present only about 700.

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## BOOK NOTES

### **Music in Secondary Schools; Rural Subjects in Secondary Schools.** (H.M. Stationery Office; 1s. each.)

Two useful memoranda on the named subjects prepared by the Scottish Education Department. The first book recommends that the course in music should include instruction in singing, aural training, reading, listening to music, and activities—such as the playing of an instrument. Singing must always be the principal part of the course, part-singing should be encouraged and good tone and clear enunciation should be demanded not only in song but also in speech. Aural training is given to quicken musical perception by developing a sense of pitch and of rhythm, the basic constituents of music, and an active memory. It also gives recommendations for instruction in the fourth, fifth and sixth years, the correlation of music with other subjects, musical libraries, equipment and examinations.

The residential farm school, states the second, although chiefly for the benefit of the rural pupil, should also be open to town children, who might wish to find employment in the country. The main purpose of the school should be to train pupils in the theory and practice of farming as part of their general education during their final year of compulsory attendance at school. The Memorandum contains details of the three-year course, courses in agriculture leading to the Scottish Leaving Certificate and a specimen time-table for farm schools.

### **Architectural Design Data for Solid Fuel,** by John Pinckhead, F.R.I.B.A. (Coal Utilisation Joint Council; 7s. 6d.)

Written for the Council with the two-fold object of providing architects with information on the storage of solid fuel in larger buildings and encouraging the incorporation of suitable facilities for delivery, storage and handling when new buildings are designed. Asserting that the economy of heating by solid fuel in relation to other fuels made it an obvious choice for central heating installations, the author states that, unfortunately, the reliance in the past on manpower for delivery and handling, and lack of adequate facilities for both fuel storage and ash removal, had helped to produce an erroneous impression that dirt and nuisance were inseparable from the use of solid fuel. With the co-operation of architect, heating engineer and fuel supplier in the early stages of a project there was no technical reason why solid fuel could not be stored and handled in buildings cleanly and unobtrusively and, in many cases, mechanically.

### **The Railway Station Mystery,** by Albert Carrière. (James Clarke and Co.; 2s.)

The first of a new series of play readers to be issued under the title of the Ludgate Play Readers, each of which will give three one-act plays, non-royalty, for performance by amateurs without payment of any fees for performing rights. "The Railway Station Mystery" is for six male characters. Included in this first book are "The Mummy's Foot" by Richard Hubbell and "King Augustus makes a Cake" by L. A. Everett, the first for six males and the latter for three males and two females.

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### **The Practical Welsh Course,** by Lilian M. Powell, B.A. (Garraway, 4s. 6d. net.)

The method one uses in teaching a language depends largely on the use to which the learner may be expected to put his knowledge. Thus the teacher of Latin has his eye mainly on making a body of literature available in the original tongue, the teacher of French seeks to prepare his pupils for holidays in or visits to France. Those employed in teaching Welsh to children in the non-Welsh speaking parts of the Principality (that is, in the majority of Welsh schools) are in something of a predicament. They cannot offer to their pupils the reward of opening up to them a great national literature, such as that existing in English, French or German. Nor will the child ever have much occasion to probably use the spoken language (except perhaps to secure a post for which "ability to speak Welsh" is a condition). It does seem clear, however, that whatever methods are used, the emphasis must be on arousing interest and enthusiasm. On this score Miss Powell's book, though claiming to be "practical," seems to fall short. To the child brought up on the attractive "real life" course books, now the rule in modern language teaching, this compendium of grammatical rules and exercises thereon will appear most forbidding. A Welsh child might be convinced by an enthusiastic teacher that it was his duty to learn Welsh, but with this book as his guide he is scarcely likely to enjoy the process.—C.

**From the Newnes Educational Publishing Co., Ltd.,** we have received copies of a new series of reading books under the series title of "Men of Courage," by L. Edna Walter, O.B.E. The first issues number six, and the "Men of Courage" selected for these books are David Livingstone, John Franklin, William Dampier, Captain Cook, Marco Polo and Ferdinand Magellan. Limp cloth covers, 2s. each.

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**Three new booklets,** two on Woollen and Worsted Manufacture and one on Plumbing, have been published in the "Choice of Careers" series issued by the Central Youth Employment Executive. Two of them contain short, well illustrated descriptions of the processes used to spin wool into yarn and to weave yarn into cloth. They give an idea of the kind of work done in the industry and of the day to day working life of the men and women employed in it. Together the booklets introduce readers to the wide choice of occupations open to them in these branches of the Textile industry and also give information on the qualities and training required by boys and girls who enter the various occupations. The third booklet on Plumbing is one of a group of booklets which similarly cover the Building industry and the crafts within it.

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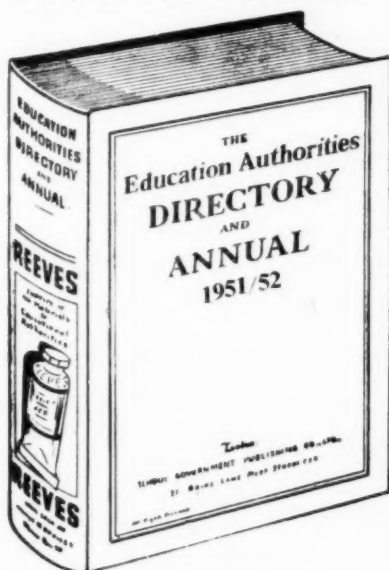
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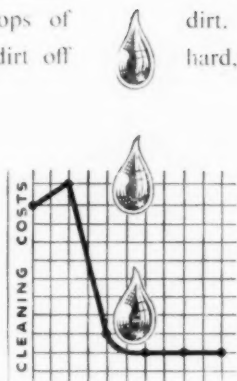
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